

Picks to Ponder

Title:

A Guide for Organizational Change.

Authors:

Gilliland, Jeanette¹ jgilliland@pburg.k12.nj.us

Source:

Principal; Mar/Apr2007, Vol. 86 Issue 4, p70-70, 1/2p

Abstract:

The article reviews the book "School Leadership That Works: From Research to Results," by Robert Marzano, Timothy Waters, and Brian McNulty.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=24159103&site=ehost-live&scope=site>

Title:

A School for Leadership.

Authors:

Covey, Stephen R.¹

Source:

Educational Leadership; Oct2009, Vol. 67 Issue 2, p61-66, 6p

Abstract:

The author discusses application of the ideas of his book "Seven Habits of Highly Successful People" in his experience with the A. B. Combs Elementary School in Raleigh, North Carolina. The community chose the theme of leadership for the school. The school devotes its first week to creating a leadership culture with the students, writing class mission statements, assembling individual student leadership notebooks and writing classroom codes of cooperation. The culture is set in place the first week and reinforced every day in rituals and procedures. Principles include making leadership visible, establishing traditions, and having events such as Leadership Day, Inaugural Ball, Silver-Tray Luncheon, and service projects and telling stories. It indicates results have been promising.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=44511205&site=ehost-live&scope=site>

Title:

Covey's Principles

Author(s):

Bent, Anthony J.

Source:

School Administrator, v62 n10 p17 Nov 2005. 2 pp.

Abstract:

The author shares that he came across "The Seven Habits of Highly Effective People" by Stephen Covey in the early 1990s when he was a central-office administrator in a small school district just outside of Boston. He considers the book foundational as he thinks about leadership. (He is now superintendent in a central Massachusetts district with nine schools and 6,000 students). He could write about Covey's view that leadership is more about being genuine than it is about strategies or Covey's reminder that people, regardless of age and experience, are very tender on the inside. However, two ideas from the book have been pivotal to him: Leaders should devote much of their time to issues that are "important but not urgent" and they should use "empathic listening" in dealing with conflict. Empathic listening helps him deal with parents who make requests of the system that only the superintendent can ultimately resolve. Covey has taught him that working to understand the nature of their concern while trying hard to identify with their position can be of enormous benefit in reducing tension and resolving the issue.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ726650&site=ehost-live&scope=site>

Title:

Dynamic Educational Leadership Teams: From Mine to Ours.

Authors:

McCaw, Donna¹

Source:

School Administrator; Dec2009, Vol. 66 Issue 11, p43-43, 1/4p, 1 Color Photograph

Abstract:

The article reviews the book "Dynamic Educational Leadership Teams: From Mine to Ours" by Matthew Jennings.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=45604550&site=ehost-live&scope=site>

Title:

Ethical DECISIONS in Turbulent TIMES.

Authors:

Shapiro, Joan Poliner¹ *Joan.Shapiro@temple.edu*

Gross, Steven Jay²

Shapiro, Susan H.³

Source:

School Administrator; May2008, Vol. 65 Issue 5, p18-21, 4p, 2 Color Photographs, 1 Chart

Abstract:

The article presents the author's comments on school and educational leaders through some examples and books. According to the author, one approach that can help educational leaders make decisions is through the combined use of multiple ethical paradigms and turbulence theory. He discusses two books, including "Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives, to Complex Dilemmas," by Joan Poliner Shapiro and Jacqueline A. Stefkovich.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31802612&site=ehost-live&scope=site>

Title:

fastball LEADERSHIP.

Authors:

Cash, Jeanie

Source:

Leadership; Jan/Feb2008, Vol. 37 Issue 3, p22-25, 4p

Abstract:

The author reflects on the responsibilities of a school principal. She cited her experienced of playing a role which different from her role as a school leader. She mentions the characteristics of an effective leader including leaders who have integrity, vision and companionate among others. Furthermore, she believes that the major responsibilities of a school leader such as promoting student achievement and a positive culture are related.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31901635&site=ehost-live&scope=site>

Title:

Leading for Results.

Authors:

Thomas, Ronald S.¹

Source:

School Administrator; May2007, Vol. 64 Issue 5, p63-63, 1/3p

Abstract:

The article reviews the book " Leading for Results," by Dennis Sparks.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=24883122&site=ehost-live&scope=site>

Title:

Positive School Cultures: The Importance of Visible Leaders.

Authors:

Fiore, Douglas

Source:

Contemporary Education; 2000, Vol. 71 Issue 2, p11, 3p, 1 Black and White Photograph

Abstract:

Emphasizes the importance of visible leaders in promoting positive school cultures. Question on the effectiveness of educational system and the motives of those who operate them; Criticisms on educational leaders; Teachers' appreciation of an administrator's visibility; Need for schools to operate as communities.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=3839181&site=ehost-live&scope=site>

Title:

Principals as Cultural Leaders.

Authors:

Seashore Louis, Karen
Wahlstrom, Kyla

Source:

Phi Delta Kappan; Feb2011, Vol. 92 Issue 5, p52-56, 5p, 1 Color Photograph, 1 Illustration, 1 Diagram

Abstract:

The article discusses the influence that school principals can have on school culture. The necessity of having a strong culture that fosters student learning is discussed. The implementation of professional learning communities (PLC) amongst teachers is considered as is the isolation in which many teachers work. Consideration is given to the need for schools to engage more in organizational learning and for principals to have more input in classroom practices such as teacher collaboration. Other topics include the relationship between teachers and principals, trust, educational leadership, and cultural change.

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=57989808&site=ehost-live&scope=site>

Title:

Should educational leadership focus on best practices or next practices?

Authors:

Leithwood, Kenneth¹ kleithwood@oise.utoronto.ca

Source:

Journal of Educational Change; Mar2008, Vol. 9 Issue 1, p71-75, 5p

Abstract:

Policy makers and leadership developers now admonish both aspiring and practicing educational leaders to base what they do on evidence of "best practice". Some argue, however, that today's best practices stand a reasonably good chance of being unsuitable for schools in the future. Unfortunately, effective leadership in future schools is empirically unknowable. This paper unpacks the arguments about "best" and "next"

practices concluding that there is an empirically defensible foundation for current and future leaders. [ABSTRACT FROM AUTHOR]

Copyright of Journal of Educational Change is the property of Springer Science & Business Media B.V. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

DOI:

10.1007/s10833-007-9045-7

Persistent link to this record (Permalink):

<http://navigator-cup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31315261&site=ehost-live&scope=site>